

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
NOVEMBER 2017 MEETING

9:30-10:45 am EST
Friday
November 10, 2017

Third Floor Meeting Room
D.P. Culp University Center
412 J.L. Seehorn Road
Johnson City, TN

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from September 8, 2017](#)
- IV. [Proposal to Pilot Alternative Out-of-State Tuition Models](#) (10 minutes)
- V. [Wellmont Memorandum of Understanding](#) (10 minutes)
- VI. [Academic Calendars for 2018-19 and 2019-20](#) (5 minutes)
- VII. [Review of ETSU Performance within THEC Outcomes Based Funding Formula](#) (10 minutes)
- VIII. [Athletics Initiatives and Success Metrics](#) (10 minutes)
- IX. [Roan Scholars Leadership Program](#) (10 minutes)
- X. [THEC Program Productivity Report](#) (5 minutes)
- XI. Other Business
- XII. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 10, 2017

ITEM: Approval of the Minutes of September 8, 2017

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Nathan Dugger, Deputy Secretary

The minutes of the September 8, 2017 meeting of the Academic and Student Affairs Committee are included in the meeting materials.

MOTION: I move that the Board of Trustees adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the September 8, 2017 meeting of the Academic and Student Affairs Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MINUTES

September 8, 2017
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met at 10:15 a.m. on Friday, September 8, 2017, in Meeting Room 3 of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee.

I. Call to Order

Dr. Linda Latimer, chair of the Academic and Student Affairs Committee, called the meeting to order.

II. Roll Call

Deputy Secretary Mr. Nathan Dugger called the roll and declared that a quorum was present. Committee members in attendance were:

Dr. Linda Latimer, chair
Dr. Fred Alsop
Janet Ayers
David Golden

Guests in attendance included: Dr. Bert Bach, Provost and Vice President for Academic Affairs; Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. Cheri Clavier, Director of Institutional Effectiveness and Accreditation Liaison; Dr. Mike Hoff, Associate Vice President of Planning and Decision Support and Chief Planning Officer; Dr. Karen King, CIO and Vice Provost for Information Technology Services; Dr. Laura Lee Lewis, Assistant Director of Assessment and Teaching; Amanda Marsh, Communications Specialist, University Relations; Dr. Tony Norman, ACE Fellow; Dr. Joe Sherlin, Vice President for Student Affairs; and Jennifer Hill of University Relations (taking minutes).

III. Approval of the Committee Minutes from June 9, 2017

Trustee Golden made a motion to accept the minutes from the June 9, 2017, meeting of the Academic and Student Affairs Committee. Trustee Alsop seconded the motion and the minutes were unanimously approved.

IV. Tenure Appointment in the Department of Educational Leadership and Policy Analysis

Dr. Bert Bach recommended tenure upon appointment for Dr. Gregory Aloia, Dean of the Claudius G. Clemmer College of Education and Professor of Educational Leadership and Policy Analysis. Dr. Bach noted that the university attempts to handle all tenure requests as part of the annual faculty tenure and promotion recommendations, which were approved by the Board of Trustees on June 9, 2017. He said that out-of-cycle tenure reviews are rare, but are occasionally used as part of the negotiation process with certain prospective employees, such as those who have held tenure and senior status at other institutions. Dr. Bach reviewed Dr. Aloia's qualifications, which include holding full professorships and tenure at five institutions; serving as a president, dean and department head at various institutions; and a solid publication record.

Trustee Golden moved that the Academic and Student Affairs Committee approve the recommendation of tenure for Dr. Gregory Aloia upon appointment to the rank of professor in the Department of Educational Leadership and Policy Analysis, effective July 1, 2017. The motion was seconded by Trustee Alsop and approved unanimously.

V. Calendar of Activities 2017-2018: Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget

Before giving an overview of the university planning calendar, Dr. Mike Hoff stressed that the university's current process of transitioning to a new budget model that decentralizes some authority and makes it possible for staff to play for more than one year. The calendar was created to ensure that planning drives budgeting and allows the Board of Trustees to know what is to be done when.

In breaking down the calendar, Dr. Hoff discussed the individuals, university units, actions and timeframes involved. Key points given pertaining to these are:

- **Board of Trustees** – The Board approved the strategic plan in March, and in September 2018 members will receive documents that will allow them to assess progress on initiatives set forth in the plan.
- **President** – President Brian Noland will affirm the university's direction and priorities in the State of the University address in October. A budget call will be issued to vice presidents and department heads in December, followed in January and February of 2018 with a prioritization of these budget requests according to the strategic plan. The budget will be presented to the Executive Team in March, when there will be a review of budget requests, additional funds, and changes in enrollment projections. The budget will be presented to the University Council in April, and following the approval process, the resulting budget will be proposed to the Board of Trustees.

- **Executive Team** – From July through September of 2017, the Executive Team will issue preliminary authorization of faculty recruitment “pending availability of funds” for positions in strategic areas, as contacts made at conferences during this time frame often yield the best candidates. The team will assess the success of goals for 2016-17 and submit goals for 2017-18. A review of activities and progress toward outcomes and recommendations for improvements will take place in the spring of 2018.
- **University Council** – The council will receive and endorse the university budget in April 2018. Dr. Hoff noted that the calendar makes it look like the University Council is essentially inactive in this process, but its members are also leaders in other categories who are responsible formulating budgets for their units.
- **Office of Planning and Decision Support** – In September 2017, this office will begin preparing a set of key performance indicators that may be used at the college and department levels to measure outcomes, and follow that up in the spring of 2018 with a review of activities and progress toward outcomes recommendations for improvements.
- **College Deans and Administrative Support Unit Heads** – These individuals will be developing long-term plans with their departments to submit unit-level strategic plans in March 2018. In November-December 2017, they will submit 12-month operational goals and funding requests.

Dr. Hoff noted that the calendar reiterates the six focus areas of the 2016-2026 Strategic plan:

- **Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom.** Dr. Hoff said ETSU is striving to become a destination campus, leveraging the beauty of the campus and region to become something unique.
- **Ensuring the diversity and inclusion of people and ideas.** Dr. Hoff pointed out that there is much talk at the state, national and global levels about the way colleges can lead in discussion about social and political issues and other items, and ETSU needs to be a place that can do that.
- **Empowering employees to make ETSU a great place to learn, work and grow.**
- **Supporting excellence in teaching.** Dr. Hoff said it is important to focus on what the university is providing in the classroom, and to not lose sight of the fact that 70 percent of the money the university spends comes from tuition.
- **Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.**
- **Leading the region forward through community engagement and service.**

Trustee Alsop noted that research trickles down to graduate and undergraduate students, which provides critically important professional development for them, as it does not just develop concepts, but also skills and experiences.

Trustee Golden asked what risks might get in the way of this, and Dr. Hoff replied that those are competition from other schools and price. He pointed to Carolina Promise as one factor in these risks. He noted that ETSU is starting to “hit the sweet spot” with scholarships. He added that changes at the federal level to student loans can also come into play, as a significant portion of tuition dollars come from student loans. Trustee Golden also asked Dr. Hoff what keeps him awake at night, and Dr. Hoff said that while growth itself is an easy metric to follow, it is harder to follow the work that goes into making growth happen; he noted that ETSU has been changing its processes to benefit the students, and that he has been concerned while waiting to see if projections will work out. He said that comprehensive numbers from across the state will make ETSU look unique among the four-year universities and show that the university has been able to handle the adjustments required by Tennessee Promise.

Trustee Latimer asked how ETSU competes in faculty salaries compared to other universities in the region to keep the best faculty from leaving. Dr. Hoff stated that ETSU is doing what it should be doing initially, and that one of the things he has discussed with Provost Dr. Bert Bach and Vice President for Health Affairs Dr. Wilsie Bishop is working with the deans to prioritize how they deal with equity gaps.

Dr. Bach referred back to the comment on Carolina Promise, noting that both he and Dr. Bishop serve on accreditation teams and have chaired committees in North Carolina. He said they had noticed an anomaly: “If you’re a provost in Tennessee, you’re chasing salaries in North Carolina; if you’re a provost in North Carolina, you’re chasing a benefits package in Tennessee.”

VI. Overview of Program Accreditation, Review, and Current Status

In introducing this information item, Dr. Bert Bach gave some background on accreditation, stating that accreditation is a distinct feature that sets American higher education apart from that of other nations, whereby programs rely on the evaluation and approval of peers rather than that of a minister of education to determine program quality and compliance with established standards. He referred to his presentation in March 2017 on regional accreditation and ETSU’s accreditation by the Southern Association of Colleges and Schools Commission on Colleges. He stated there are five expectations that underscore the accreditation process: 1) it is carried out according to a fixed calendar; 2) the institution prepares a self-study and a compliance certification; 3) a committee of peers visits the institution, reviews the self-study and develops its own evaluation of compliance or non-compliance with standards; 4) the committee communicates its findings to the campus and the accrediting agency; and 5) the institution will respond to that report within a certain period of time and take actions as necessary to provide a basis for the agency to determine whether accreditation is warranted or not. Dr. Bach turned the presentation over to Dr. Mike Hoff to speak on five types of accreditations and peer reviews that take place.

Dr. Hoff described those five types:

- ETSU has a requirement to seek and obtain discipline-specific accreditation where a U.S. Department of Education- or Council of Higher Accreditation-recognized accreditor exists; that requirement is part of the Tennessee Quality Assurance Funding (QAF). The university, he said, is held to account for either holding or seeking accreditation of accreditable programs to earn points toward QAF.
- External peer evaluation programs provide review of both undergraduate and graduate programs by external experts. Hoff noted that many institutional effectiveness outcomes result from this process.
- Academic audited programs undergo a similar, but less involved, process.
- Medical residency programs are accredited by the Accreditation Council for Graduate Medical Education.
- Review and oversight of services is conducted by federal and non-federal or state agencies. Some of the areas falling into this category are:
 - Responsible conduct in research, overseen by the Office of Research Integrity in the National Science Foundation;
 - Animal care, which is accredited by the non-federal Association for Assessment of Accreditation of Laboratory Animal Care International and overseen by the federal Office of Laboratory Animal Welfare;
 - Biological, radiation, occupational and other areas of safety involve the oversight of such agencies as the federal Occupational Safety and Health Administration, Tennessee Safety and Health Administration and the Tennessee Department of Environment and Conservation; and
 - Public Safety – ETSU’s Department of Public Safety became the first campus police department to earn accreditation from the Tennessee Association of Chiefs of Police in 2013 and earned reaccreditation in 2016.

Dr. Hoff stated that all ETSU programs are either accredited or seeking accreditation, and referred committee members to a Program Evaluation Schedule chart that is available online at

<http://www.etsu.edu/academicaffairs/pds/ie/funding/accreditations.php>. He stated that ETSU is adhering to federal regulations and maintaining the quality of the academic environment by using both internal and external processes and protocols. Dr. Bach later clarified that it would be incorrect to infer from the information provided that no programs had lost accreditation, pointing out that the former Mass Communication program had been accredited but did not meet the standards of the Accrediting Council on Education in Journalism and Mass Communication following significant program changes; the current Media and Communication program is seeking accreditation.

Trustee Alsop later added that not all departments have accrediting agencies, but those that do not generally adhere to a five-year internal review process in which they evaluate themselves before bringing in outside reviewers.

In discussion, Chair Latimer referred back to the mention of Public Safety in asking why universities have campus police departments as opposed to using the services of municipal police departments.

Dr. Joe Sherlin replied that ETSU's Department of Public Safety is a fully accredited force and offers a unique set of skills. Its staff members are familiar with the university's facilities, student population and challenges and can respond quickly to calls. ETSU's highly trained investigators work closely with Johnson City Police. Chair Latimer asked when investigations of such crimes as assaults are turned over to other agencies. Dr. Sherlin stated that with some exceptions, investigations of most crimes committed on the ETSU campus fall under the jurisdiction of the campus police, who can access support from the Johnson City Police Department (JCPD) as needed; crimes occurring off-campus fall under the jurisdiction of the JCPD. Dr. Bishop added that by state law, death investigations must be turned over to the JCPD. She stressed the cooperative relationships ETSU's Public Safety maintains with the JCPD, the police force of the Quillen Veterans Affairs Medical Center (VA), and the Washington County Sheriff's Department, as well as with area fire departments. Dr. Sherlin also pointed out that part of ETSU's Public Safety accreditation process is making sure staff receive appropriate training in investigations, including sexual assault investigations. He added that ETSU is the only public institution in Tennessee with an on-campus Sexual Assault Nurse Examiner (SANE) Program. Trustee Golden asked about the relationship between the ETSU Department of Public Safety and the District Attorney. Dr. Sherlin stated that they communicate closely in the process of investigations and collaborate on charges that may move forward. Trustee Alsop pointed out that ETSU Public Safety helps to support and police numerous campus policies dealing with drugs, tobacco and alcohol on campus. Dr. Sherlin added that a community relations officer within the department does a significant amount of education and relationship-building with the student body. Dr. Alsop said that the Faculty Senate has requested in recent years that officers engage more with students by spending more time walking around campus as opposed to patrolling inside vehicles, and Dr. Bishop noted that dedicating one officer to such a purpose has come up in budget talks. Dr. Hoff added that the Public Safety website provides more information, including the annual Security and Fire Safety Report.

VII. Academic Action Notifications for the Period of May 1, 2017-July 31, 2017

Dr. Bach reminded committee members that three times a year, the university provides the Board of Trustees reports on two kinds of actions: those which must go to the Tennessee Higher Education Commission (THEC) for documentation but do not require Board approval, and academic actions that have been approved by the University and its President but do not require Board approval.

Dr. Bach presented a report of such actions that took place between May 1-July 31, 2017. Six are academic actions that will be taken to THEC not for approval but as a notification so that body may update its inventory; Dr. Bach explained that the state maintains an inventory of academic programs and concentrations, and that it is important that this remain accurate. These six actions submitted to THEC for this academic program inventory update are A) termination of a graduate certificate in Advanced Nursing Practice; B) termination of the Behavioral Neuroscience and Cognitive Science concentrations in the B.A./B.S. in Psychology; C) establishment of a graduate certificate less than 24 SCH in Film Production; D) establishment of a new Health Professions concentration in the B.A./B.S. in Psychology; E) establishment of a graduate certificate in Geographic Information Systems; and F) establishment of a new Psychiatric Mental Health Nurse Practitioner concentration within the existing D.N.P. Program.

In addition, two academic actions that have been approved but do not require approval by THEC are A) establishment of the new Center for Teaching Excellence and B) substantive curriculum revision of the existing Engineering Technology concentration within the M.S. in Technology.

VIII. Annual Reporting to THEC (ETSU Chairs of Excellence 2016-17)

Dr. Bach presented the report to the Committee that is annually required by THEC on the accomplishments of the University's Chairs of Excellence. In providing background, he noted that the Chairs of Excellence program and its companion Centers of Excellence program were created by the Tennessee General Assembly in the mid-1980s in conjunction with then-Gov. Lamar Alexander's education agenda. Dr. Bach said these were approved by the legislature with a dollar-for-dollar match to encourage private philanthropy; endowments for these Chairs were to be no less than \$1 million, and institutions had the flexibility to endow Chairs above that amount. He noted that at the time, it was expected that the endowments would support the salary and benefits packages of the recipients, and other expenses associated with the Chairs' activities would be addressed by the institutions, but in reality, it has been difficult for the Chairs to be fully supported by endowment revenue, and therefore, all of the state's institutions are supporting the Chairs, in part, with institutional funds. When the program was established, it was mandated that THEC would submit an annual report on the Chairs of Excellence to the Legislative Oversight Committee on Education. The report for each Chair is to include the status and impact of the Chair and recommendations to enhance its effectiveness.

ETSU's 2016-17 report includes:

- The **AFG Industries Chair of Excellence in Business and Technology** has been held by Dr. Andy Czuchry since 1992. During the reporting year,

significant progress was made in exploring opportunities to advance and expand ETSU's entrepreneurship program. Dr. Czuchry was lead author on three engineering education conference papers. It is recommended that the Chair explore opportunities to implement an undergraduate engineering entrepreneurship class.

- The **Allen and Ruth Harris Chair of Excellence in Business** is held by former ETSU College of Business Dean Dr. Allan D. Spritzer, who provided active leadership on several volunteer community board and committees in 2016-17. Dr. Spritzer was honored for completion of 16 years of leadership of the AACSB International three-day annual New Deans Seminar and continued his volunteer service as AACSB Pre-Accreditation Mentor for the University of Macau (China) business School. It is recommended that the Chair continue to make progress on his goal to increase scholarly contributions.
- The **Carroll H. Long Chair of Excellence for Surgical Research** has been held since 1992 by Dr. Race Kao, who, in 2016-17, published review and research papers on his National Institutes of Health- and American Heart Association-funded research on an innovative procedure called cellular cardiomyoplasty. Among other writings, he also published on the therapy he developed, also supported by NIH and AHA grants, on trauma-hemorrhage therapy. He submitted one NIH grant in 2016-17. Dr. Kao has retired, and recommendations will be determined by the new chair holder, Dr. David Williams.
- The **Cecile Cox Quillen Chair of Excellence in Geriatrics and Gerontology** is held by Dr. Ronald C. Hamdy, who maintained and enhanced the national and international reputation and visibility of the Chair in 2016-17. He is changing the format of the Geriatric Medicine Grand Rounds with the goal of developing a repository of recorded Grand Rounds on a variety of relevant issues. He is also active in research and published papers, research papers and editorials in peer-reviewed medical journals. Recommendations include continuing/expanding work on biodegradation of vitamin D; expanding programs on geriatric medicine, osteoporosis, and dementia; and maintaining and enhancing the national and international profile of the Chair.
- The **James H. Quillen Chair of Excellence in Education** is held by Dr. Aimee Govett with a focus on STEM (science, technology, engineering, and mathematics) education. She hosted a regional conference for science educators in September 2016 and has been awarded \$4,283,101 in grant funding during her tenure. The Chair has supported local after-school and summer STEM projects and completed other service activities related to STEM education. Recommendations include continued submission of funding proposals for STEM-related projects, hosting graduate students for attendance and research proposal submission at STEM conferences, and teaching and serving the Clemmer College of Education's Department of

Curriculum and Instruction as program coordinator and advisor for the Teacher Academy for the M.A.T. degree.

- The **LeeAnne Brown Chair of Clinical Excellence**, held by medical geneticist Dr. M.J. Hajianpour, who plans to establish a comprehensive genetic program in East Tennessee and neighboring areas of Virginia and Kentucky. In addition to clinical services, the program will provide fellowship training in clinical genetics and molecular genetics/cytogenetics. Among the recommendations are adding specialized medical and nursing staff as services expand, participating in clinical research, seeking additional state funding for genetic services, and starting a Regional Genetic Conditions Database.
- The **Paul Dishner Chair of Excellence in Medicine** has been held since 2006 by Dr. Koyamangalath Krishnan, who has been involved with laboratory and patient-centered research and mentoring trainees. The main focus of his research has been the mechanisms of cancer preventive drugs. A state-of-the-art image analyzer acquired through endowed funds was opened to the research community. Among the recommendations are building a University-wide cancer research group with particular emphasis on cancer prevention efforts; providing scholarship and research opportunities to students, residents and fellows in the Quillen College of Medicine; and continuing research on promising cancer preventive drugs.
- The **Wayne G. Basler Chair of Excellence for the Integration of the Arts, Rhetoric, and Science** is held on a rotating basis by internationally acclaimed scholars in a variety of disciplines. Chair holders typically teach two courses in their discipline, present four public lectures or performances, and participate in instructional and research activities across the College of Arts and Sciences. The Chair was held in spring 2017 by Dr. Karl Hasenstein, Endowed Professor and Regents Professor of Sciences in the Department of Biology at the University of Louisiana at Lafayette, a world-renowned plant biologist with wide-ranging interests in the sciences and arts. Recommendations include continuing to bring scholars from many field to campus, considering both semester-long and shorter-term appointments, as it is often difficult to attract outstanding scholars for a full semester.

There being no further business, the meeting was adjourned at 11:11 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 10, 2017

ITEM: Proposal to Pilot Alternative Out-of-State Tuition Models

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Bert C. Bach
Provost and Vice President for Academic Affairs

The University's pursuit of a strategic growth agenda has required it to pursue strategies that mitigate geographical constraints associated with its geographical location. Two of those strategies that have been pursued successfully involve, first, discounting out-of-state tuition in defined areas and, second, developing scholarships aimed at attracting prospective students from defined areas. In recent months staff has been engaged in due diligence aimed at assessing the financial viability of expanding use of the first of those strategies—and it has focused attention on discrete fifty-mile increments up to 250 miles from ETSU.

This agenda item describes the status to date of the University's assessment of risk associated with the strategy of significantly expanding the geographical radius in which the University would discount out-of-state tuition. Its conclusion will be that staff is requesting authorization to initiate pilot models that would have the effect of discounting out-of-state tuition in no more than two additional out-of-state counties within 100 miles of ETSU. The criteria for selection of out-of-state counties and assessment of success of the pilots will be presented—along with preliminary details that are associated to date with one of the pilots.

MOTION: I move that the Board of Trustees adopt the resolution, approving the pilot for tuition models.

RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the pilot proposal for offering out-of-state tuition model for up to two counties within 100 miles of the university.

ETSU's Pursuit of the Growth Agenda through Expansion of Our Geographical Footprint

Background

Since ETSU sits near the border of the state and is in close geographical and regional proximity to counties in North Carolina and Virginia, it has a primary recruitment area that is comprised of both instate and out-of-state tuition populations. This presents a unique challenge for the University since research shows that most students attend college within 150 miles of home. In order to mitigate the competitive pricing disadvantage the University experienced as a result of out-of-state tuition rates applying to many prospective students living in its primary service area, ETSU has responded - as one of its strategies - by offering reduced tuition equivalent to "in-state rates" in North Carolina and Virginia counties that immediately border Tennessee. In addition to that strategy, ETSU has also recently restructured its out-of-state scholarship portfolio (that is, the Carter and Gilbreath Scholarships), and - more recently - it has offered "program specific discounted tuition" to designated out-of-state locations in order to provide access to programs that are particularly desirable because they have a perceived and significant positive community impact that would not otherwise be readily obtainable in those areas (e.g., Social Work programming). Determining whether to use the strategy of altering tuition rates or to increase scholarships that make out-of-state tuition more affordable to students is a strategic decision - one made in light of the THEC funding formula and in light of marketing analysis. Parenthetically, the funding formula has recently changed to allow for full funding of outcomes realized by out-of-state students in border counties.

As a result of the success ETSU has had in employing student recruitment strategies that mitigate negative impact of its geographical location, and as a result of funding formula changes, the University this year is stepping back and affording due diligence in considering the best approach to employ in pursuing its growth agenda. That due diligence had led us to assess carefully the potential populations for student recruitment and to focus attention on discrete fifty-mile increments up to 250 miles from ETSU. While our analysis is currently incomplete, it has to date created (1) questions about our ability to impact behavior of prospects in those increments, (2) questions about the cost of recruitment in areas more distant from our historical recruitment areas, and (3) questions about the potential revenue impact of discounting out-of-state tuition on a large scale. In tandem with our analysis and in light of these questions, the staff believes the most prudent approach is to pilot tuition models in a way that will allow us to understand more fully the risks of a large scale adjustment and, if warranted, to identify methods to mitigate those risks.

Proposal

ETSU is requesting authorization to initiate pilot models that would have the effect of discounting out-of-state tuition in no more than two additional out-of-state counties within 100 miles of ETSU. As indicated above, ETSU currently serves a significant population residing beyond the border of Tennessee, and that reality is particularly documented by the large enrollment within the counties that immediately border Tennessee and in which the University currently discounts tuition. By contrast, those out-of-state students living beyond the border

counties are often in a choice desert that doesn't allow them to attend an institution like ETSU without incurring expense they sometimes view as prohibitive and/or without sacrificing program choices because they do not otherwise have access to certain programs in ETSU's inventory. We believe that there are counties within 100 miles of ETSU that contain students who would enroll at ETSU because of the attractiveness of specific programs if the price could be adjusted to reflect their economic reality, and we believe the pilot alternative for which we seek approval could permit our addressing this opportunity in a cost effective manner.

We are asking to pilot up to two such programs based on the following criteria:

Criteria for County Selection of Pilots

1. Admission application trend from the county
 - a. Yield from applications
 - b. Enrollment
2. Size of the 18-24 population current and future
3. Competitor pricing within 100 miles of the pilot county
4. Qualitative review from admission's counselors who have previously visited the counties
5. Consideration will also be given to the counties where we currently have agreements or programs to maximize the potential for success.

NOTE: Enrollment services will be responsible for leading the identification of counties and planning for the implementation of the alternative tuition model.

Assessment of Success

We will consider the pilot a success if the change in enrollment per change in tuition is such that the reasonable investment will yield enrollment within one to four years that can be projected to be revenue positive to the institution.

Calendar

At a future meeting of the Board of Trustees, we would propose to report the assessment of the pilot and, on that basis, recommend the continuation and/or expansion of the program.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 10, 2017

ITEM: Memorandum of Understanding with Wellmont Health System

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Wilsie S. Bishop
Vice President for Health Affairs

ETSU and its health professions programs offered through the Academic Health Sciences Center (AHSC) have been affiliated with the hospitals within Wellmont Health System for over sixty years. In recent years as the system has become more complex and with the current focus on the merger of this system with the Mountain States Health Alliance (MSHA), also a clinical affiliate of our health professions programs, it was determined that all existing affiliation agreements and contracts should be brought together under the umbrella of one Memorandum of Understanding (MOU). The AHSC has begun this process with Wellmont and upon successful completion of the system merger between Wellmont and MSHA, AHSC leadership will begin the process of creating an umbrella MOU with the newly formed Ballad Health System.

With the completion of the MSHA MOU, discussions commenced with Wellmont leadership and the ETSU/AHSC deans, President Noland and Vice President Bishop to begin the MOU development. Over the past few months, a small writing group with representatives from both Wellmont and ETSU have completed the initial development of the MOU that outlines infrastructure, standing rules, and opportunities for collaboration going forward.

Specifically, the MOU

- Affirms mutual commitment to providing medical and health professional education, conducting research and improving the health and welfare of the people of our region.
- Affirms commitment of the two institutions to develop a strategic relationship governed at a senior level which will benefit the respective goals of Wellmont and ETSU.
- Identifies a joint purpose and common objectives including:
 - Educating and training current and future healthcare providers
 - Improving the health of the region by addressing the leading health determinants and challenges of the region

- Providing high quality, affordable, and accessible healthcare across the clinical spectrum and lifespan
- Advancing the understanding of health and disease through research
- Working toward interoperability of information, health records, clinical, and research platforms to support achievement of mutual goals.
- Provide an infrastructure for strategic initiatives as well as implementation of joint and mutually beneficial endeavors to include a Coordinating Council (with a representative from the ETSU Board of Trustees) and Research Council

MOTION: I move that the Academic and Student Affairs Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The Board of Trustees authorizes the President of the University to execute the Memorandum of Understanding with Wellmont Health System as outlined in the meeting materials.

OPERATING MEMORANDUM OF UNDERSTANDING
between
EAST TENNESSEE STATE UNIVERSITY
and
WELLMONT

PREAMBLE

The parties hereto intend this Operating Memorandum Of Understanding (“MOU”) for the purpose of formally recognizing the cooperative efforts of East Tennessee State University, a Tennessee state institution of higher education (“ETSU”) and Wellmont Health System, a Tennessee not-for-profit corporation (“Wellmont”), and to delineate the general responsibilities of each in a mutually beneficial agreement in order to improve health care for citizens of this region and the State of Tennessee.

RECITALS

WHEREAS, ETSU, through the five colleges of its ETSU Academic Health Sciences Center (each a “College” and, collectively, “Colleges”), shares with Wellmont a long-standing and highly effective commitment to improving the health and welfare of the people of northeast Tennessee and southwest Virginia;

WHEREAS, through their health professional education, inter-professional delivery of health care, focused research, community service, and their long-standing contributions to the region, the Colleges are uniquely qualified to expand their existing collaborations with Wellmont to more effectively and efficiently improve the lives of people living in the region;

WHEREAS, Wellmont operates health care facilities and programs for the benefit of the citizens of northeast Tennessee, southwest Virginia and beyond, which provide a unique and necessary outlet for the training and education of health professionals from the Colleges;

WHEREAS, Wellmont and the Colleges have indicated an interest in jointly working to improve the health and welfare of the people in the region;

WHEREAS, the Medical Education Assistance Corporation (“MEAC”) is a private non-profit corporation established to support ETSU’s medical education-related objectives, and the parties intend Wellmont’s contractual relationship with MEAC to be subject to this MOU in the same manner as ETSU;

WHEREAS, Wellmont and ETSU believe that a strategic relationship between the two organizations governed at the senior level will benefit the respective goals of Wellmont, ETSU and its Colleges; and

WHEREAS, this MOU does not alter the responsibilities and authority of the governing bodies of the participating organizations.

THEREFORE, the parties agree as follows:

I. JOINT PURPOSE AND COMMON OBJECTIVES

Each party thereby commits to cooperative effort for the benefit of the region and the States of Tennessee and Virginia by improving healthcare through the following common objectives:

1. Educating and training current and future healthcare providers and related professionals in the region to possess the knowledge, skills, and abilities necessary to improve the health of the people living in the Wellmont service area;
2. Improving the health of the region by addressing the leading health determinants and challenges of the region through an integrated and collaborative program of inter-professional education, research, clinical care, and community-based activities;
3. Working together to provide, within the region, high quality, affordable, and accessible healthcare across the clinical spectrum and individual lifespan;
4. Advancing the understanding of health and disease through research and translating these advances into improved healthcare delivery and effective community health improvement programs.
5. Wellmont and ETSU will work toward development of inter-operability of information, health records, clinical, and research platforms that effect goals set forth in this MOU.

II. ORGANIZATION AND GOVERNANCE

The parties recognize that Wellmont and its medical staff have sole responsibility for control of hospital activities and that ETSU and its faculty have sole responsibility for the conduct of the educational activities of the Colleges. Each party agrees to respect these rights and ensure that the philosophy of this MOU is implemented.

III. COORDINATING COUNCIL

1. Mission and Responsibilities. ETSU and Wellmont agree to build on their existing relationships to create a robust collaboration by creating a senior level committee (“Coordinating Council”) that will meet regularly to ensure close and on-going collaboration, explore and address current and future trends in healthcare and community health, evaluate the changing health status of the region, share best practices, and bridge the historical divide between “academia” and the “work-place.”
2. Composition. The membership of the Coordinating Council will be comprised of the following:
 - a. one currently serving board member of Wellmont;
 - b. one currently serving board member of ETSU;
 - c. the current President of Wellmont;
 - d. the current President of ETSU;
 - e. the current Vice President for Health Affairs of ETSU;
 - f. a senior administrator of Wellmont with responsibilities for education mission;
 - g. the deans of the five colleges in the ETSU Academic Health Sciences Center (Clinical & Rehabilitative Health Sciences, Medicine, Nursing, Pharmacy, and Public Health); the Executive Director of the Medical Education Assistance Corporation (MEAC); and the Associate Dean for Graduate Medical Education; and
 - h. the following officers from Bristol Regional Medical Center and Holston Valley Medical Center: the Chief Executive Officers, Chief Medical officers, and Chief Nursing Officers, and any officers with specified duties for educational functions.
3. Duties and Responsibilities. The Coordinating Council will provide a forum for discussion and consensus for ETSU and Wellmont leadership regarding strategic, policy, and financial recommendations on educational programs, clinical care performed

pursuant to this MOU or other agreement of the parties, clinical training, research relationships, and conflict resolutions. The Coordinating Council will also have responsibilities for oversight of strategic initiatives, responsibility to help achieve the successful development of an academic health center, and advocacy for the common goals of the two organizations set forth in this MOU and its Exhibits. The Coordinating Council will annually establish a strategic plan for their collaborative goals and an operating budget for same. The Coordinating Council will also approve the coordinating and operational arrangements of the committees tasked with fulfilling the goals set forth in this MOU, which will be attached as Exhibits, hereto, and as subsequently drafted and submitted to the Council in the future. The Coordinating Council will have the authority to review proposals and initiatives proposed by such committees, and will develop guidelines for review of same.

4. Meetings. The Coordinating Council will generally meet bi-monthly, but with a goal of meeting no fewer than six times each year. The Council will establish appropriate rules of order for its meetings and may organize sub-committees with participation of non-members of the Coordinating Council from each institution as required to perform the business of the Council outlined in this section.

IV. APPOINTMENTS AND JOINT EMPLOYMENT

1. Appointment. As set out more fully in the attached Exhibits, Wellmont will appoint appropriate professional personnel of ETSU (identified by the President of ETSU) as voting members of Wellmont's relevant board and professional committees and organizations including, but not limited to, (list of committees to be identified including QCOB, Safety and Educational committees). Likewise, ETSU will appoint appropriate professional personnel of Wellmont (identified by the President of Wellmont) to appropriate positions on advisory and/or administrative committees at ETSU, including, but not limited to, ETSU's professional admissions and inter-professional committees, as well as administrative councils within ETSU, its Academic Health Sciences Center ("AHSC") and its colleges [list to be identified]. ETSU may grant Administrative and clinical personnel at Wellmont adjunct or other faculty positions, as appropriate. Participation by each party on the other's respective operations committees and various ad hoc committees will be addressed, as appropriate, by the respective committees. All

such members may, as appropriate, serve in leadership positions on such committees and organizations.

2. Joint Employment. As set out more fully in the attached Exhibits, future hires of Wellmont and ETSU may hold joint positions between Wellmont and ETSU, with collaboration on employee performance assessments and evaluations, as appropriate.
3. Employee Recruitment. In accord with the strategic initiatives of both parties, efforts will be made to coordinate recruitment of professional employees to their respective organizations where appropriate and as identified by the Coordinating Council.

V. EDUCATION AND TRAINING

1. ETSU and Wellmont will create a joint education council, with representation from the leadership of both parties, to pursue superior educational environments for the benefit of students and trainees from ETSU, ensure that such educational environments contribute to patient care and efficiency at Wellmont facilities, and ensure that the educational needs of Wellmont employees are adequately addressed.
2. ETSU and Wellmont will work to develop, implement and evaluate new models of collaborative care and inter-professional education.
3. The Council will receive input, advice, and suggestions, on ensuring the quality and relevance of training programs for meeting the health needs of the region, and to explore the need for new degrees, certificates, or other training opportunities to address regional health needs.
4. Wellmont and ETSU will collaborate to ensure that opportunities for workforce development including developing new academic programs and formal academic training are made available to Wellmont employees.
5. In developing an academic health center model, ETSU and Wellmont recognize the other as a primary partner for their respective areas of expertise. Specifically, ETSU training programs, including graduate medical education, will continue to have priority for learning and training opportunities in Wellmont facilities located in Tennessee. Furthermore, to ensure sustainability for current ETSU programs (including student and resident enrollment and placement of ETSU students) and an opportunity to develop new programs to further the objectives set out in this MOU, Wellmont shall provide a reasonable opportunity to ETSU to participate (or decline to participate) in amending

existing programs or creating new programs proposed to be located in Tennessee. This relationship will not prevent students at other educational institutions from receiving training at Wellmont sites nor prevent ETSU from engaging with other training sites.

6. The parties commit to providing a learning and clinical environment fully compliant with the criteria of the relevant accreditation and regulatory bodies for all training and related issues under the control of the respective party.

VI. CLINICAL AND COMMUNITY-BASED CARE AND INNOVATION

1. The delivery of clinical care within each Wellmont, ETSU and MEAC facility and program is governed by the respective medical staff bylaws and operating procedures of each organization. There are a number of areas where, for the purposes of furthering the goals and objectives of this MOU and its Exhibits, it is desirable for the clinical enterprises to meet collaboratively with multi-disciplinary clinical and administrative representation from the leadership of both parties for the purposes of ensuring communication and coordination of all clinical activities that are jointly delivered in a high quality and efficient manner, working groups will be established as needed for the purpose of:
 - a. facilitating and simplifying transition of care, communications, and referrals between Wellmont and ETSU clinics and facilities;
 - b. working together to deliver evidence-based care across the clinical spectrum, and to develop patient care protocols across the disciplines which support the delivery of value based care;
 - c. Working together to model innovative approaches to inter-professional care.
2. ETSU and Wellmont will work to continue support for, and expansion of, the existing network of “safety net” clinics and related services provided by ETSU.
3. As identified by the workforce needs assessment process of the Coordinating Council, Wellmont will work with ETSU to identify and recruit health care professionals to provide care not adequately available for the citizens of the region and to provide training in those fields as appropriate.

4. Wellmont and ETSU will work together with relevant governmental and nongovernmental organizations to explore how best to provide community-based healthcare services in locations where such care is currently unavailable or insufficient.

VII. RESEARCH

1. ETSU and Wellmont will create a joint research council that will meet regularly to explore potential opportunities to collaborate on the conduct of clinical and community-based research, grant writing, data analysis, and other areas of collaboration.
2. ETSU will use its unique position to assist in the integration of the research-infrastructure of Wellmont and ETSU, in relation to both research in specific areas (e.g. translational biomedical research, nursing research, outcomes research, and population health research) and specific research functions (e.g., evaluation, trial design, data analysis, grant administration, and compliance).
3. ETSU and Wellmont will work together to take advantage of the unique opportunities that a large data-set of clinical information offers for efforts to study, understand, and improve health outcomes in the region.
4. ETSU and Wellmont will work together to identify and sponsor high-priority research areas where new knowledge and program interventions can significantly address the identified health challenges of the region, such as prescription drug abuse, obesity, cardiovascular disease, stroke, diabetes and other chronic conditions, and social determinants of health.

VIII. WELLMONT RELATION WITH EACH COLLEGE

The parties recognize the unique relationship Wellmont has with each College and their respective attributes and core services. The particular exchange of training and services for each College are further described in the attached Exhibits, which are fully incorporated hereby. Given the expected growth and development in the relationship of each College and Wellmont, the Exhibits may be updated and amended from time to time. The parties further acknowledge that the commitments contained herein are non-exclusive, unless otherwise identified within this MOU, and that each party may and shall pursue its strategic plans as that party deems

appropriate, including through relationships with other third party providers and educational institutions.

IX. PURPOSE

This MOU shall serve as the master governing document for the relationship between the parties, provided however that each independent agreement that currently exist between the parties shall be construed according to its terms unless and until such agreements may be amended.

X. EXHIBITS

The Exhibits, to be entered into and subsequently incorporated into this MOU, will establish the coordinating and operational arrangements between the parties as negotiated by the applicable working groups, colleges, or divisions of the parties. Currently, such relationships are often reflected in affiliation agreements and program letters of agreement between the parties. These Exhibits, outlining the broad working relationship of the parties, will be reviewed and approved by the Coordinating Council, as set forth in this MOU. Each Exhibit should, at a minimum, detail specific goals of the joint effort to be pursued, operating procedures for the joint governing structure responsible for the oversight of the joint goals and efforts outlined in each Exhibit, standard progress measures and reporting requirements related to the joint goals and efforts, including mutual conditions of payment and compliance required of each particular agreement between the parties overseen by the Exhibit. Other detailed and particular agreements between the parties, such as joint employment and/or recruiting agreements, professional agreements, marketing and communications agreements, and joint ventures, are subject to this MOU, but will be reviewed and approved by appropriate internal processes of the parties, and will not be submitted directly to the Coordinating Council, except on special request or to resolve a dispute between the parties.

XI. MISCELLANEOUS

1. Any and all claims against the university for personal injury and/or property damage resulting from the negligence of the university in performing any responsibility specifically required under the terms of this MOU shall be submitted to the Board of Claims or the Claims Commission for the State of Tennessee. Damages recoverable against the university shall be expressly limited to claims paid by the Board of Claims or Claims Commission pursuant to T.C.A. Section 9.8.301 et seq.
2. This document may be modified and revised by mutual consent. It shall be reviewed at least annually by the Coordinating Council and the respective parties. Further, it is understood and agreed that this Operating MOU will be implemented by subsequent supplemental agreements, as necessary, between Wellmont and each College regarding specific programs and responsibilities contemplated hereunder (which shall be attached as the Exhibits).

3. This Memorandum of Understanding shall be for a term of five (5) years, but may be terminated by either party upon one (1) year's written notice.
4. In the event any part of this MOU is declared illegal or unenforceable for any reason, then, in that event, that part of the MOU shall be deleted and the balance of the MOU shall remain in full force in issue; provided, however, either party shall have the right to renegotiate the portion declared illegal or unenforceable.
5. The parties acknowledges that they must comply with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Executive Order 11, 246 and the related regulations to each. Each party ensures that it will not discriminate against any individual including, but not limited to employees of ETSU or applicants for employment with ETSU and/or students, because of race, religion, creed, color, sex, age, handicap or national origin.
6. The parties acknowledge that they must to take affirmative action to ensure that applicants are employed and that employees are treated during the employment without regard to their race, religion, creed, color, sex, handicap or national origin. Such action shall include, but not be limited by the following: Employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection available to employees and applicants for employment. The parties acknowledge that Wellmont is currently undertaking the implementation of an affirmative action program.
7. Each party shall maintain documentation for all charges to the other party under the MOU. The books, records, and documents of the parties, insofar as they relate to work performed or money received under this MOU, shall be maintained for a period of three full years from the date of the final payment, and shall be subject to audit, at any reasonable time and upon notice, by the institutions or their duly appointed representatives.
8. Each party represents that it will not knowingly utilize the services of illegal immigrants in the performance of this MOU and will not knowingly utilize the services of any

subcontractor, if permitted under this MOU, who will utilize the services of illegal immigrants in the performance of this MOU.

9. Each party represents that it will not utilize the services of any individual required to register as a sex offender under Title 40, Chapter 39 of the Tennessee Code Annotated or any similar law.
10. This MOU shall be governed by the laws of the State of Tennessee.
11. The University will comply with the Tennessee Open Records Law in performing its duties under this MOU.

THE UNDERSIGNED do hereby agree to the provisions of this Operating Memorandum of Understanding by and between East Tennessee State University and Wellmont Health System.

EAST TENNESSEE STATE UNIVERSITY

WELLMONT HEALTH SYSTEM

BY: _____

BY: _____

Print Name: Dr. Brian Noland

Print Name: _____

Title: President

Title: President & CEO

Date: _____

Date: _____

EXHIBIT "A"
OPERATIONS AGREEMENT
BETWEEN
WELLMONT
AND
ETSU ON BEHALF OF ITS QUILLEN COLLEGE OF MEDICINE

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 10, 2017

ITEM: Academic Calendars for 2018-19 and 2019-20

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Bert C. Bach
Provost and Vice President for Academic Affairs

In July, Dr. Noland charged a campus committee to review the university's academic calendar. The committee, led by University Registrar Sheryl Burnette, has completed an in-depth examination of our academic calendar. Proposed changes to the calendar are a direct result of our transition in governance structure from the Tennessee Board of Regents to the ETSU Board of Trustees, which provides the ability to make such changes based on the needs of our university.

After reviewing the work of Ms. Burnette and her team, the proposed changes to the calendar beginning in the 2018-19 academic year are as follows:

- The fall semester will always start on the fourth Monday in August.
- Fall Break now will occur the week of Halloween. If Halloween falls on a Sunday, Monday or Tuesday, Fall Break will be observed that Monday and Tuesday. Should Halloween occur on Wednesday, Thursday, Friday or Saturday, Fall Break will take place that Thursday and Friday.
- The first of three new administrative holidays starting during the 2018-19 year will be Veterans Day. Should Veterans Day occur on a weekend, the holiday will be observed the previous Friday. Otherwise, it will be observed on November 11.
- Also beginning during the 2018-19 year, ETSU faculty and staff will receive the Wednesday before Thanksgiving as an administrative holiday.
- The fall semester will come to a close on the third Saturday in December at commencement.
- The spring semester will begin the Tuesday after Martin Luther King Jr. Day.
- Starting in 2019, Spring Break will occur the week of St. Patrick's Day.
- The third and final new administrative holiday will be given on the Friday prior to Easter. This too will become effective during the 2018-19 year.

The academic year will end with commencement ceremonies early May. The adjustments to our academic calendar bring structure and stability to the academic year as well as an opportunity, through three new administrative holidays, to say thank you to the faculty and staff for all that they do to support the mission of this institution. Included in the meeting materials are copies of the 2018-19 and 2019-20 academic calendars along with the new calendar structure rules.

MOTION: I move that the Board of Trustees adopt the resolution, approving the university's academic calendars for 2018-19 and 2019-20.

RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees approves the university's academic calendars for 2018-19 and 2019-20.

Revised Calendar Rules Effective for Calendar 2018-2019

Event to Calendar	Rule
Fall Semester Starts	4 th Monday in August
Fall Break week of Halloween	Two Day Fall Break: MT if Halloween Day falls on SU/M/T RF if Halloween Day falls on W/R/F/S
Added Calendar Holiday (faculty, staff and students – Administrative Offices Closed)	If Veterans Day falls on weekend, holiday will be held the previous Friday; otherwise, it will be observed on Nov 11
Thanksgiving Holiday (Previously approved for students only – add faculty and staff – Administrative Offices Closed)	Wednesday the week of Thanksgiving
Commencement Fall	3 rd Saturday in December
Spring Break including St. Patrick's Day	If St. Patrick's Day falls on weekend, spring break will be held the prior week If St. Patrick's Day falls on a weekday, same week
Added Calendar Holiday – Good Friday (faculty, staff and students – Administrative Offices Closed)	Administrative Closing



ACADEMIC CALENDAR 2018-2019

SCHEDULED EVENT	STARTING	ENDING	SCHEDULED EVENT	STARTING	ENDING
FALL SEMESTER	Aug 27, 2018	Dec 7, 2018	SPRING SEMESTER	Jan 14, 2019	Apr 26, 2019
LABOR DAY HOLIDAY	Sep 3, 2018	Sep 3, 2018	MLK DAY HOLIDAY	Jan 21, 2019	Jan 21, 2019
STUDENT'S FALL BREAK	Nov 1, 2018	Nov 4, 2018	STUDENT'S SPRING BREAK	Mar 11, 2019	Mar 17, 2019
VETERANS DAY HOLIDAY	Nov 9, 2018	Nov 11, 2018	ADMINISTRATIVE HOLIDAY	Apr 19, 2019	Apr 19, 2019
THANKSGIVING HOLIDAY	Nov 21, 2018	Nov 25, 2018	SPRING COMMENCEMENT	May 4, 2019	May 4, 2019
FALL COMMENCEMENT	Dec 15, 2018	Dec 15, 2018	MEMORIAL DAY HOLIDAY	May 27, 2019	May 27, 2019
WINTER BREAK HOLIDAY	Dec 24, 2018	Jan 1, 2019	INDEPENDENCE DAY HOLIDAY	Jul 4, 2019	Jul 4, 2019

⇒ NOTE: All "Holidays" – ETSU Campus Closed for Students, Staff and Faculty

AUGUST 2018							SEPTEMBER 2018							OCTOBER 2018							NOVEMBER 2018							DECEMBER 2018							JANUARY 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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ACADEMIC CALENDAR 2019-2020

SCHEDULED EVENT	STARTING	ENDING	SCHEDULED EVENT	STARTING	ENDING
FALL SEMESTER	Aug 26, 2019	Dec 6, 2019	MLK DAY HOLIDAY	Jan 20, 2020	Jan 20, 2020
LABOR DAY HOLIDAY	Sep 2, 2019	Sep 2, 2019	SPRING SEMESTER	Jan 21, 2020	May 1, 2020
STUDENT'S FALL BREAK	Oct 31, 2019	Nov 3, 2019	STUDENT'S SPRING BREAK	Mar 16, 2020	Mar 22, 2020
VETERANS DAY HOLIDAY	Nov 11, 2019	Nov 11, 2019	ADMINISTRATIVE HOLIDAY	Apr 10, 2020	Apr 10, 2020
THANKSGIVING HOLIDAY	Nov 27, 2019	Dec 1, 2019	SPRING COMMENCEMENT	May 9, 2020	May 9, 2020
FALL COMMENCEMENT	Dec 14, 2019	Dec 14, 2019	MEMORIAL DAY HOLIDAY	May 25, 2020	May 25, 2020
WINTER BREAK HOLIDAY	Dec 23, 2019	Jan 1, 2020	INDEPENDENCE DAY HOLIDAY	Jul 3, 2020	Jul 3, 2020

⇒ NOTE: All "Holidays" – ETSU Campus Closed for Students, Staff and Faculty

AUGUST 2019							SEPTEMBER 2019							OCTOBER 2019							NOVEMBER 2019							DECEMBER 2019							JANUARY 2020								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
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FEBRUARY 2020							MARCH 2020							APRIL 2020							MAY 2020							JUNE 2020							JULY 2020								
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EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 10, 2017

ITEM: Review of ETSU Performance within THEC Outcomes Based Funding Formula

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Michael Hoff
Associate Vice President, Planning & Decision Support and Chief Planning Officer

This is an information item that will provide background on the THEC Funding Formula and how ETSU has performed regarding the student and university outcomes used in the formula. The formula is driven by seven factors in the areas of Credit Progression, Degrees, and Research and Service that are weighted according to the institution's mission. This is distinct from the quality assurance funding that we also receive, as that is based on program and institution quality. Information will also be provided that highlights the changes in the 2015 Formula and how we responded to those changes. As background, the THEC Outcomes-Based Funding Formula briefing document is attached.



Outcomes-Based Funding Formula

The Complete College Tennessee Act (2010) requires Tennessee public community colleges and universities to be funded on outcomes like student progression and completion. The Tennessee Higher Education Commission and Formula Review Committee developed a formula that funds institutions through outcome metrics that reflect institutional priorities and mission. THEC uses a **three-year average** of the outcomes listed below to limit potential volatility in the formula year over year.

Outcomes

<u>Community Colleges</u>	<u>Universities</u>
Students Accumulating 12 hrs.	Students Accumulating 30 hrs.
Students Accumulating 24 hrs.	Students Accumulating 60 hrs.
Students Accumulating 36 hrs.	Students Accumulating 90 hrs.
Dual Enrollment	Bachelor's and Associate Degrees
Associate Degrees	Masters/Ed. Specialist Degrees
Long-Term Certificates	Doctoral/Law Degrees
Short-Term Certificates	Research, Service, and Sponsored Programs
Job Placements	Six-year Graduation Rate
Transfers out with 12 hrs.	Degrees per 100 FTE
Workforce Training/Contact Hours	
Awards per 100 FTE	

Outcomes are **weighted** to align with institutional priorities and mission, totaling 100 percent for each institution. At the recommendation of the Tennessee Board of Regents, the 2015-2020 model uses a common weight structure for progression and awards at community colleges. The formula also includes premiums for **focus populations** for student progression and undergraduate awards to encourage completion at public institutions.

Focus Populations

<u>Community Colleges</u>	<u>Universities</u>	<u>Premiums</u>
Adult	Adult	1 Focus Population = 80% = 1.8 Outcomes
Low-Income	Low-Income	2 Focus Populations = 100% = 2 Outcomes
Academically Underprepared		3 Focus Populations = 120% = 2.2 Outcomes

How It Works: Universities and community colleges compete for a **share** of available state appropriations each year. They do this through improvement in their outcomes relative to peers. Data are counted and **scaled** and compared to previous outcome levels. An institution's increase or decrease in outcome production is assessed compared to peer increases or decreases in outcome production. That movement influences that institution's share of state appropriations. For example, if all institutions experienced net improvement in outcomes, institutions that experienced the *greatest* improvements would increase their share of total funding, compared to institutions that lagged in performance, who could receive reduced funding.



The funding formula also includes an assessment of institutional quality and programmatic support via the **Quality Assurance (QA)** score. Institutions may earn up to an additional 5.45% of funding based upon metrics such as licensure pass rates, accreditation, and success with underrepresented populations. The formula also includes values for institutional **fixed costs** (e.g., rent, utilities, maintenance and operation), intended to ensure institutions receive adequate funds to maintain the operation of their infrastructure.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 10, 2017

ITEM: Athletics Initiatives and Success Metrics

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Scott Carter
Director of Intercollegiate Athletics

Mr. Carter will provide information on Intercollegiate Athletics which will highlight the academic achievement of student athletes, the diversity of academic programs in which they are enrolled, Southern Conference and national recognitions, community service and special program initiatives, and future programs designed to enhance the personal and professional development of student athletes.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 10, 2017

ITEM: Presentation on Roan Scholars Leadership Program

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: LTC (ret) Scott Jeffress
Director of the Roan Scholars Leadership Program

The Roan Scholars Leadership Program is a four-year program that provides students with experiences and opportunities to develop their leadership skills in order to impact our world. Established in 1997 with the intent of attracting the region's best leadership talent to ETSU, the program has 27 scholars currently on campus and more than 50 alumni. LTC(Ret) Jeffress will provide an overview of the Roan Program, including a brief history and background, its purpose and vision, and current status.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 10, 2017

ITEM: THEC Program Productivity Report (Response re Low-Producing Programs)

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Bert C. Bach
Provost and Vice President for Academic Affairs

The Tennessee Higher Education Commission (THEC) maintains an *Academic Program Inventory (API)* of all educational programs offered by the Tennessee's public universities, community colleges, and colleges of applied technology. The programs are listed by subject area with definitions of those areas being determined according to a national *Classification of Instructional Programs (CIP)* fields. In that light, assigned CIP codes depict in a reasonable way the general subject area of a program and permit searches to identify where comparable or related programs exist. In short, these CIP codes identify program content and provide a taxonomic scheme for tracking and reporting educational programs.

Every three years THEC prepares a *Program Productivity Report*. That report provides a depiction of productivity performance - that is, numbers of degrees awarded for all mature programs that have not met the a pre-determined benchmark of graduates produced over a five-year period. The benchmark calls for producing graduates (10 bachelors, 5 master's and 3 doctoral) on average for the past five years. Institutions are required to examine the data and provide plans to increase productivity for those programs not meeting benchmarks. The attached *ETSU Executive Summary* report was sent to THEC in late September. The process included the following:

1. ETSU received the Program Productivity Report that identified programs not meeting benchmarks.
2. ETSU recalculated the 5-year graduation averages using 2016-17 data (as suggested by THEC), which was not included in the THEC Report.
 - a. Four of the seven baccalaureate programs identified in the THEC report met the benchmark (see p. 1).

- b. One program was added to the remaining three programs (see pp. 1-2).
 - c. Two master's programs were identified in the THEC report. ETSU data identified two additional master's programs and the educational specialist degree as not meeting the benchmark (see pp. 3-4).
 - d. Two doctoral programs were identified as not meeting benchmarks and confirmed by ETSU data (see p. 5).
3. ETSU department chairs of programs on the low-productivity report developed Program Productivity Plans as requested by THEC to indicate how the program would target recruitment, retention, and graduation increases. Those plans – not included in this Executive Summary - were submitted to THEC with the ETSU Executive Summary report.

The College of Public Health invited three distinguished experts to visit and conduct comprehensive reviews of the low-producing master's and doctoral Environmental Health academic programs. The committee's report will inform the university's decision to retain, modify, or terminate these programs.

4. The ETSU Executive Summary report includes a status statement regarding each of the programs not meeting expected benchmarks.
5. The ETSU Executive Summary report addresses the role of certificates offered by ETSU (see pp. 6-8). Most of these certificates are recruitment tools for graduate programs. They add value for students and operate at no additional costs. Five certificates will be terminated.
6. The data, plans to increase majors and degrees awarded, and the status of graduate certificates were discussed by the ETSU Academic Council.
7. The results of the program productivity study will be presented at the January 2018 THEC meeting.

East Tennessee State University
THEC Program Productivity Report
Executive Summary
October 1, 2017

The THEC report titled *Degrees by Major: 2011-12 through 2015-16* identified seven (7) baccalaureate, two (2) masters, and two (2) doctorate programs as not meeting established benchmarks. THEC advised ETSU to utilize 2016-17 data in this response.

Baccalaureate Programs

By applying the latest data, four of the seven baccalaureate programs identified met the benchmark of an average of 10 graduates for the past five years.

PROGRAMS MEETING THEC PRODUCTIVITY BENCHMARKS				
THEC 2011-12 to 2015-16 DATA			ETSU 2012-13 to 2016-17 DATA	
CIP	Program	Av	Documentation showing meeting benchmarks	Av
25.40.0601.00	Geosciences	6	Consolidated BS degrees in Geology & Geography to Geosciences (Fall 15): There are no longer BS degrees in Geology or Geography. Data across time combines the disciplines and shows the program is meeting the UG productivity benchmark.	15
30.50.0501.00	Theatre	7	Five-year data including 2016-17 data and double majors shows the program is meeting the UG productivity benchmark.	10.6
25.40.0801.00	Physics	9	Five-year data including 2016-17 data and double majors shows the program is meeting the UG productivity benchmark.	11
30.50.0905.00	Bluegrass, Old-time & Country Music St.	9	Five-year data including 2016-17 data shows the program is meeting the UG productivity benchmark.	11.6

Also, by applying the latest data, one program, BS in Interior Architecture, was added. The table below presents the five-year averages: THEC data 2011-12 and averages based on including 2016-17 data. Each of these five programs will be retained and Program Productivity Plans (PPP) are submitted.

CIP Code	Academic Program & Degree		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Av
09.15.1102.00	Surveying and Mapping Science	BS	10	10	6	5	9		8
	Surveying and Mapping Science		10	10	6	5	9	11	8.2
24.38.0101.00	Philosophy	BA/BS	11	7	12	4	9		9
	Philosophy	BA	4	3	5	1	5	1	3.0
	Philosophy	BS	6	1	7	3	4	2	3.4
	Double Major		1	4	2	0	2	1	
	Combined	BA/BS	11	8	14	4	11	4	8.2
31.51.2202.00	Environmental Health	BSEH	10	4	7	14	8		9
	Environmental Health	BSEH		4	7	14	8	9	8.4
30.50.0408.00	Interior Architecture (Interior Design)	BS	9	17	9	7	8		10
	Interior Architecture (Interior Design)	BS		17	9	7	8	7	9.6

Blue = 2011-12 Data; Yellow = 2012-2013 Data

BSEH in Environmental Health (31.51.2202.00)

The BS in Environmental Health will be retained at ETSU. The BS in Environmental Health, as the only National Environmental Health Science and Protection Accreditation Council accredited undergraduate degree offered in the state of Tennessee, serves a vital role in helping prepare students for work in the fields of environmental and occupational health. Data suggests that the market for these jobs is increasing. Over the last few years, the College of Public Health has undertaken focused recruitment and retention efforts, which have resulted in significant enrollment increases in other undergraduate areas. These efforts are now being focused on the BSEH, with the goal of attracting pre-health science students into the major. It is expected that increased enrollment, and subsequently, increased graduation numbers, will follow.

BS in Interior Architecture (30.50.0408.00)

The BS in Interior Architecture (formerly Interior Design) program will be retained at ETSU. Several years ago, the program underwent major changes which had a negative impact on its number of majors and graduates. Since that time, the program's department has worked to hire well qualified and enthusiastic faculty. This change led to strong program leadership which resulted in improved facilities, curriculum, recruitment, and industry support from local professionals. Even the change of the program's name from Interior Design to Interior Architecture brought the program into more current academic and industry standards and led to an increased enrollment of male students. The changes also led to the accreditation of the program by CIDA in the spring 2017. As a result, the program has the largest ever freshmen class (25 students) in the fall 2017 with a total of 65 majors in the program. We believe that this program will continue to grow and will meet the standards required in degree production.

BA/BS in Philosophy (24.38.0101.00)

In Fall 2016, the BA/BS in Philosophy enrolled 24 students, and there were 41 students in the Philosophy minor. Currently, there are 25 students in the major. The Philosophy program contributes to the ETSU mission of promoting a balance of liberal arts and professional preparation. Not only is Philosophy a core program in any institution that endorse the liberal arts, but it meets the needs of students who intend to pursue professional degrees in fields such as law and medicine by emphasizing the skills in reasoning and argumentation, systematic and critical thinking, and written and oral communication that are necessary for admission to these and other professional programs. In addition, Philosophy is the only discipline that offers students the opportunity to study ethics and normative theory in any comprehensive and systematic way, as will be highlighted by the proposed new concentration in Justice, Ethics, and Law.

BS in Surveying and Mapping (09.15.1102.00)

The BS in Surveying and Mapping program will be retained at ETSU. For several years, the surveying program has steadily increased its number of majors from 35 students in the fall 2013 to 55 students in the fall 2016 with 51 students in Fall 2017. ETSU is one of approximately 21 ABET accredited programs in Surveying in the United States of America, including Puerto and Alaska. These programs, even in large universities, do not have large numbers of majors. However, the Department of Labor's projections over the next decade show the need for land surveyors will outpace the average growth for all occupations. Because the average age of many professional surveyors is 57, many states are losing 10 percent of these professional to retirement every year. The surveying program at ETSU provides a valuable service to our state and region by offering students multiple paths to achieve surveying licensure.

Master's and Education Specialist Programs

The THEC report identified two (2) master's programs (Environmental Health and Advanced Studies in Teaching and Learning) not meeting benchmark of an average of 10 graduates for the past five years. Recalculation using 2016-17 data for five-year averages added three programs (Art, Educational Leadership, and Professional Studies). Program Productivity Plans are submitted for the MFA in Art, the EdS in Educational Leadership, and MPS in Professional Studies.

CIP Code	Academic Program & Degree		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Av
31.51.2202.00	Environmental Health	MSEH	1	1	2	1	?		1
	Environmental Health	MSEH		1	2	1	0	0	1.3
30.50.0701.00	Art	MFA	8	5	1	2	7	1	3.2
08.13.0401.00	Educational Leadership	EdS	1	2	3	3	2		2.2
	Educational Leadership	EdS		2	3	3	2	1	2.2
16.24.0102.01	Professional Studies	MPS	11	6	6	4	3		6
	Professional Studies	MPS		6	6	4	3	4	4.6
08.13.1299.00	Adv. Studies in Teaching & Learning TN Campus	MEd	0	1	0	0	0		.20

Blue = 2011-12 Data; Yellow = 2012-2013 Data

MFA in Art (30.50.0701.00)

The MFA in Art is a three-year degree that includes a thesis exhibition and supporting paper and is considered the terminal degree in the field. The only other MFA programs at state schools in Tennessee are at the University of Tennessee-Knoxville, and the University of Memphis. Current enrollment is 13 students, seven of whom began the program in Fall 2017. The current 5-year average graduation rate is 3.2, and with 3 or 4 students expected to graduate by May 2018 this number will remain above three. While currently small, this graduate program provides an opportunity for students in a range of studio areas to earn an advanced degree, while also gaining teaching experience. With current growth in the recently approved BFA in Graphic Design providing an increased pool of potential graduate students, we anticipate the numbers of students in the MFA degree program.

A request will be submitted separately to THEC requesting that, as a terminal degree, the MFA be considered in a manner similar to doctoral programs, requiring a 5-year average of 3 graduates.

MSEH in Environmental Health (31.51.2202.00)

The College of Public Health has invited three distinguished experts to visit and conduct comprehensive reviews of the Environmental Health academic programs. The committee's report will inform the university's decision to retain, modify, or terminate these programs.

MPS in Professional Studies (16.24.0102.01)

The Master of Professional Studies (MPS) is a Tennessee eCampus program and should be retained. It averaged six graduates a year from 2011-2016. The five-year average dropped to 4.6 students in the 2012-2017 range. The program is entirely online and offers concentrations not available through any other ETSU program. Because it is online, the program is accessible to working students who cannot come to campus and take courses to complete a traditional program. The MPS has consistently been attractive to professionals working in higher education, government, and area businesses. We believe the program is still relevant and has the potential to attract additional students through improved marketing and increased public awareness. MPS faculty are reviewing all aspects of the program, beginning with a departmental retreat in September, 2017.

EdS in Educational Leadership

The Educational Specialist (EdS) in Educational Leadership should be retained. It averaged two graduates per year from 2011-2016. This drop in enrollment can be attributed to changes in criteria for step raises in teacher pay in Tennessee and surrounding states. A review of salary schedules for Tennessee school districts in the region revealed step increases for advanced degrees and a minimal increase for an EdS. As a result of the legislated changes in salary scales, the demand for terminal degrees in education is increasing. A proposed change to the curriculum will focus on a program pathway to earn both an EdS and an EdD simultaneously. The benefit to the student is the ability to earn both an EdS and an EdD in virtually the same amount of time as an EdD. We believe this program as the potential to attract more students through increased marketing and recruiting efforts. The program is partnering with local and regional school districts and will work to develop EdS cohorts in these areas.

Doctoral Programs

	Academic Program & Degree		2011-2012	2012-2013	2013-2014	CIP Code	2015-2016	2016-2017	Av
08.13.1210.00	Early Childhood Education	PhD	0	1	0	2	3		1.2
	Early Childhood Education	PhD	0	1	0	2	3	2	1.6
31.51.2202.00	Environmental Health	PhD	0	2	0	0	0		.4
	Environmental Health	PhD	0	2	0	0	0	0	.4

Blue = 2011-12 Data; Yellow = 2012-2013 Data

PhD in Early Childhood Education (08.13.1210.00)

The PhD program in Early Childhood Education will be retained at ETSU. Since inception in 2008, the program has steadily increased enrollment. Enrollment increased from 8 students in 2008 to 31 students in 2017. The program enrolls both full-time and part-time students. Program completion for part-time students takes approximately 2 years longer than full-time students. We are attracting students from

around the world. Thirty percent of our students represent countries outside of the United States. At time of inception, the PhD program became the 14th Early Childhood doctoral program in the United States. Our graduates are serving as Early Childhood leaders in various ways (i.e., faculty in higher-education, leaders in public schools, directors of childcare centers, authors of Early Childhood publications, diagnostician, and education consultant). Faculty and students present at national and international conferences making a significant impact on our field. We believe the program will continue to grow and positively impact the students, faculty, and communities which we serve.
PhD in Environmental Health (31.51.2202.00)

The College of Public Health has invited three distinguished experts to visit and conduct comprehensive reviews of the Environmental Health academic programs. The committee's report will inform the university's decision to retain, modify, or terminate these programs.

Certificates meeting Benchmarks

College of Business and Technology

- Business Administration (32.52.0201.11): This certificate has a five-year average of six students. The Graduate Certificate in Business Administration (GCBA) meets the needs of the incoming students for our Master of Business Administration (MBA). The GCBA consists of the courses required for admission to the MBA for any applicants who do not have adequate academic preparation for success in the MBA program.

College of Public Health

- Health Care Management (31.51.0701.11): This certificate has a five-year average of 6.8 students. This on-line certificate program has proven to be quite popular with working professional wishing to gain skills in the area of health care management. It has also served as an important mechanism for these working professionals to enter the MPH program, as all of the courses in the certificate are accepted towards completion of the MPH. The certificate is also appealing to graduate students in other disciplines whose career objectives will be supported by more in-depth knowledge of health-related management and leadership skills.

Certificates not meeting Benchmarks

College of Arts and Sciences

- Urban Planning (02.04.0301.11): To be terminated; there are no enrolled students.
- Economic Development (28.45.0604.11): To be terminated after the one current student completes the certificate.
- Appalachian Studies (03.05.0122.11): Retain; this is a new program; all courses are also part of the MA in Appalachian Studies.
- Teaching English Other Lang (08.13.1401.11): Retain; this serves a small population but a number of the courses in the TESOL certificate are taken by graduate students in English, and in the College of Education.

- Forensic Document Examination (27.43.0106.11): Retain; this is the only program of its kind in the country and serves a particular niche market; prior to 2015-16 it produced 4-7 certificates per year.

College of Business and Technology Certificates

- Entrepreneurial Leadership (32.52.0701.11): To be terminated; there are no enrolled students.
- Emerging Technology (06.11.0101.11): To be terminated: there are no enrolled students.

School of Continuing Studies Certificate

- Archival Studies (28.54.0105.11): The Archival Studies Graduate Certificate has averaged four graduates a year from 2011-12 to -2015-16. In 2016-17, the program had one graduate and in Fall 2017, 10 students are enrolled in the program. The program articulates seamlessly into the Master of Arts in Liberal Studies (MALS) program which has a concentration in Archival Studies. All of the courses in the certificate are also MALS courses. Because of that, there are no additional instructional costs required to support the certificate and the certificate can operate as a feeder into the MALS program. It adds value and operates at no additional costs.

College of Education

- Early Childhood Education Emergent Inquiry (08.13.1210.00): The Early Childhood Education Emergent Inquiry Certificate has seen a steady increase in enrollment since its inception. This constructivist philosophical approach to early childhood education is highly valued nationally and internationally. Seventy-five percent of the students who enroll in this certificate continue to pursue a master's degree in Early Childhood Education; therefore this certificate program is valuable for recruitment for the masters.
- School Library Professional (08.13.1334.11): The Graduate Certificate Program in School Library Media meets the needs of a specific population of school personnel. This approach is not commonly found in traditional School Library Media programs in higher education and it is currently the only certificate program of its kind in the state of Tennessee that is offered as a fully online program. The majority of students who enroll in the certificate program continue to pursue a Masters of Education with a School Library Media Concentration. Thus, this certificate programs valuable for the recruitment for the master's program.

College of Nursing

- Nursing Informatics (31.51.3899.12): To be terminated: there are no enrolled students.

The following certificates are concentrations in the MSN or the DNP and are available for students to prepare for additional licensure examinations. Having averages of five or three graduates is not expected. There is capacity in classes and, thus, no additional costs to offer them.

- Nursing Administration (31.51.3802.11)
- Family Nurse Practitioner (31.51.3805.11)
- Psychiatric Mental Health Nurse Practitioner (31.51.3810.12):
- Nursing Education (31.51.3817.12)
- Post DNP Psychiatric Mental Health Nurse Practitioner (31.51.3810.11)
- Post DNP Executive Leadership in Nursing (31.51.3802.12)
- Post DNP Family Nurse Practitioner (31.51.3805.12)
- Post DNP Adult/Gerontological Nurse Practitioner (31.51.3821.11)

College of Public and Allied Health

- Public Health Fundamentals (C-3, 31.51.2201.00): The undergraduate certificate has had limited enrollment. We continue to believe, however, that it serves a potentially important mission for working public health professionals.

The following graduate certificates serve as a recruitment mechanism to attract students into our graduate programs (since the certificate courses “roll over” into the graduate degree program). They are composed entirely of existing courses, so they do not represent additional cost or effort to the university and are a value to for working professionals who wish to obtain additional career-relevant skills and current students who may wish to complement their existing educational experiences.

- Biostatistics (18.26.1102.11)
- Gerontology (21.30.1101.11)
- Rural Health (31.51.2201.11)
- Epidemiology (18.26.1309.11)